

Key stage 1

Mathematics

Administering the braille (UEB) version of the key stage 1 mathematics

Paper 1: arithmetic

CONFIDENTIAL

This pack must be kept secure and unopened until **Tuesday 2 May 2017**. The pack must not be opened until the pupils are in the test room ready to complete the first administration of the test.

Please ensure you have read and understood the 2017 test administration guidance before opening this pack.

Pack contents:

- An overview of the braille (UEB) version of the key stage 1 mathematics Paper 1: arithmetic (overleaf)
- 1 copy of the braille (UEB) Paper 1: arithmetic
- 1 copy of the printed transcript of the braille (UEB) version of the mathematics Paper 1: arithmetic

For test administration

2017 Key stage 1 mathematics test

The key stage 1 mathematics test consists of 2 papers. The papers must be administered in order. Pupils do not have to sit both tests on the same day. If both papers are administered on the same day, pupils may benefit from a break between papers. Both papers can be administered to the whole class, smaller groups of pupils or on an individual basis. However, test packs must not be opened until the pupils are in the test room ready to complete the first administration of the test.

Paper 1: arithmetic

The following information explains how to administer the braille (UEB) version of mathematics Paper 1: arithmetic. There is additional information on GOV.UK about administering braille tests to pupils. If you have any questions you should check with your headteacher or key stage 1 test co-ordinator before the test is administered.

Administrators can stop an individual pupil at any stage of the test if they feel it is appropriate for that particular pupil.

Please make sure you follow these instructions correctly in order to ensure that the test is properly administered. Failure to administer the test correctly could result in a maladministration investigation at the school.

Format	<ul style="list-style-type: none"> • This component of the test consists of a single question booklet in braille (UEB). • There is a printed transcript of the braille (UEB) Paper 1: arithmetic booklet to help administrators. • It is expected that the test will take approximately 40 minutes to complete (not strictly timed and includes up to 100% additional time). • It is at your discretion to choose when or if pupils require a break during the test or whether, if appropriate, to stop the test early. • You must not refer to the standard test questions when administering this test.
Equipment	<p>Each pupil will need the equipment specified below:</p> <ul style="list-style-type: none"> • a suitable way of recording their answers, such as a braille, blue / black pen, dark pencil or word processor (i.e. the usual way they write in class) • braille paper (if the pupil is brailleing their responses) • a ruler • a rubber (optional). <p>Pupils are not allowed:</p> <ul style="list-style-type: none"> • calculators • number apparatus e.g. base ten materials, number squares, etc.
Assistance	<ul style="list-style-type: none"> • You must ensure that nothing you say or do during a test could be interpreted as giving pupils an advantage, e.g. indicating that an answer is correct or incorrect, or suggesting the pupil looks at an answer again. • If a pupil requests it, a question may be read to the pupil on a one-to-one basis. However, you can only read numbers and not mathematical symbols. This is to ensure that pupils are not given an unfair advantage by having the function inadvertently explained by reading its name. <p>The examples below illustrate how to deal with some common situations.</p> <p>Q. What does this sign here mean? A. I can't tell you, but think hard and try to remember. We can talk about it after the test.</p> <p>Q. Does this mean 'take away'? A. I can't tell you, but think hard and try to remember. We can talk about it after the test.</p> <p>Q. What does 'half' mean? A. I can't tell you, but think hard and try to remember. We can talk about it after the test.</p> <p>Q. What does 'of' mean? (i.e. if the question asks about an everyday word that has a mathematical meaning within the question, e.g. 'What is half of 8?') A. I can't tell you, but think hard and try to remember. We can talk about it after the test.</p>
Guidance for specific questions	<p>No additional guidance is needed for this component of the test.</p>

<p>Before the test begins</p>	<ul style="list-style-type: none"> • Make sure you have the printed transcript of the braille (UEB) booklet. • Review the list of pupils with any particular individual needs, e.g. pupils who may need a scribe or who need a transcript made at the end of the test. • Ensure you know how to administer any access arrangements correctly. Please refer to the 2017 key stage 1 access arrangements guidance. • Check that there are enough administrators to maintain adequate supervision and support for the test. You should consider the possibility of at least one test administrator needing to leave the room with a pupil. • Ensure you understand how to deal with issues during the tests.
<p>How to deal with issues during the test</p>	<p>It is impossible to plan for every scenario. Whatever action you take, pupil safety must always be your first consideration.</p> <p>In the following circumstances, you will need to stop the test either for an individual pupil, a group of pupils or for the whole cohort:</p> <ul style="list-style-type: none"> • test papers are incorrectly collated or the print is illegible • an incorrect test has been administered • a fire alarm goes off • a pupil is unwell • a pupil needs to leave the test room during the tests • a pupil is caught cheating. <p>If you need to stop the test:</p> <ul style="list-style-type: none"> • make a note of the time • make sure pupils are kept under test conditions and that they are supervised • if they have to leave the room, ensure they don't talk about the test • speak to your test co-ordinator or a senior member of staff for advice on what to do next • consider contacting the national curriculum assessments helpline on 0300 303 3013 for further advice. <p>You should brief your headteacher on how the incident was dealt with, once the test is over.</p>
<p>What to do at the start of the test</p>	<ul style="list-style-type: none"> • Check that seating is appropriately spaced. • Check that pupils don't have any materials or equipment that may give them extra help. • Check that pupils don't have disruptive items, e.g. mobile phones. • Ensure each pupil that needs it has a braille (UEB) version of mathematics Paper 1: arithmetic.
<p>What to say at the start of the test</p>	<ul style="list-style-type: none"> • It is important to brief pupils fully at the start of each test. You should use these instructions to introduce mathematics Paper 1: arithmetic. The text that you need to read to the pupils is in the large font. • The wording of these instructions can be adapted, provided the meaning is retained. <p>This is the key stage 1 mathematics Paper 1: arithmetic. You should have a test booklet in front of you.</p> <p>Write your name at the top of your braille paper.</p> <p>Open the test booklet at page 1. We'll do one practice question together and then you'll need to complete the rest of the test by yourself.</p> • Find the practice question on page 1. Read the practice question. <p>The practice question says:</p> <p>Four take away one equals...</p> <p>Write your answer.</p>

This section continues on the next page.

<p>What to say at the start of the test (continued)</p>	<ul style="list-style-type: none"> • Give pupils the opportunity to answer the question. If any pupil is not sure what to do, explain what they need to do to answer the question. Check that all pupils are clear about what they need to do before continuing. • Tell the pupils that: <ul style="list-style-type: none"> You should try to answer all of the questions. If you can't answer a question move on to the next one and come back to that question later on if you have time. If you want to change an answer you should put a line through the answer that you don't want to be marked or use a series of 'for' braille signs (all 6 dots) to cross out the answer. Your answers should be numbers, not number sentences. For example if the question is 'what is four take away one?', your answer should be 'three', not 'five take away two'. Remember to check your work carefully. If you have any questions during the test you should put your hand up and wait for me/someone to come over to you. Remember that I/we can't help you to answer any of the test questions. You need to work on your own. You need to think of your own answers and you mustn't talk about them with anyone else. Do you have any questions you want to ask me now? We're now going to start the test. Find question 1; it is on page 1. Now start the test.
<p>What to do at the end of the test</p>	<ul style="list-style-type: none"> • Follow your school's procedure for collecting and storing the pupils' test papers. • If any pupil needs a transcript, complete it with the pupil at the end of the test, under test conditions. Particular care should be taken to ensure accurate transcriptions are made and pupils' answers are not corrected or amended.
<p>Marking the tests</p>	<ul style="list-style-type: none"> • Use the key stage 1 test mark schemes to mark Paper 1: arithmetic, following both the general guidance and any specific guidance for each question. There are no amendments to the standard mark schemes for Paper 1: arithmetic.

Administering the braille (UEB) version of the 2017 key stage 1 mathematics test Paper 1: arithmetic
Electronic version product code: STA/17/7809/e ISBN: 978-1-78644-506-3

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